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ABSTRACT

This lesson plan guide is designed to be used by English-as-a-Second-Language (ESL) teachers to help their learners deal with new welfare legislation--Temporary Assistance to Needy Families (TANF)--and to prepare them for the world of work. Learners at the high beginner to low intermediate level and above will benefit from this instruction. All learners will not be TANF recipients, but the lessons are general and can help anyone build important language skills. Each lesson is expected to take several days or weeks to complete. Lessons can be used in any order and are self-contained. Each lesson contains a vocabulary list; spelling bees, bingo, jeopardy, and role playing scenarios are encouraged as a means of helping learners acquire and use the words and build their vocabularies. Learners should also keep portfolios of work as they serve as an excellent tool for demonstrating progress and organizing learning materials. It is hoped that these interdisciplinary, multicultural, interactive lesson plans will help both new and experienced teachers guide their learners through some of the most difficult tasks that they will ever face--dealing with a welfare system and finding employment in a new country with limited English skills. Part one of the book explains the TANF system in great detail. Part two teaches job readiness strategies. Appendices are not included. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (Author/KFT)

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FROM WELFARE TO WORK

Lessons for ESL Learners

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INTRODUCTION:

This lesson plan book is designed to be used by English as a Second Language (ESL) teachers to help their learners deal with new welfare legislation under TANF and to prepare them for the world of work. Learners at a high beginner to low intermediate level and above will benefit from this instruction. All learners will not be TANF recipients, but the lessons are general and can help everyone build important language skills.

Each lesson is expected to take several days or weeks to complete. Lessons can be used in any order and are self-contained, so the teacher can pick and choose whichever he or she wishes to use.

Each lesson contains a vocabulary list of words intended to form a word bank. These words should not be studied in isolation. Frequent challenges, such as spelling bee type games, word puzzles (go to puzzlemaker.com on the Internet), or cloze exercises should be provided as practice. Other tactics, such as: bingo, jeopardy, scenarios, and role plays can be adapted to most any topic. Learners should maintain portfolios and keep samples of their work in them. These portfolios will serve not only as an excellent tool for demonstrating progress, but they will also provide an organized spot to keep materials they may need later.

It is hoped that these interdisciplinary, multicultural, interactive lesson plans will help both new and experienced teachers guide their learners through some of the most difficult tasks that they will ever face. Dealing with the welfare system and finding work, especially in a new country and in a new language, can seem overwhelming. The skills and self-confidence gained from these lessons can mitigate this fear and help learners achieve their goals.

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PART ONE
THE TANF SYSTEM

1 - What is TANF?

In August, 1996 new welfare legislation (TANF) went into effect, and its impact on ESL learners is significant. This new law sets specific time limitations, and recipients must follow specific regulations.

Purpose: To familiarize learners with the major rules of TANF, how to access services, and how the requirements apply to them.

Skills stressed: Vocabulary development; asking and answering questions for information.

Materials: *Fact Sheet* 1/29/99 (see appendix A) and/or other TANF information obtained from local County Assistance Office, dictionaries and/or electronic translators, chalk and chalkboard, index cards, pencils and pens.

Vocabulary:

alternative	equivalent	recipient
assets	federal	refugee
assistance	income	requirement
asylee	legislation	resident
benefits	limits	self-sufficient
citizen	needy	services
discretion	program	supportive
education	public	temporary

Method:

The teacher begins the lesson with a brief introduction to the history of TANF legislation and its basic provisions.

The learners break into groups of three or four to discuss and study the vocabulary words and their definitions. The teacher circulates around the room and answers any questions. Learners create their own word banks by writing each vocabulary word on the front of an index card and then writing its definition on the back. An illustrative sentence can also be added. These cards should be kept for study and review.

The teacher then passes out information about TANF using the Fact Sheet (see appendix) or other information which is readily available from your local County Assistance Office and can be adapted to fit the level of the class. Important facts to stress should include:

- TANF means Temporary Assistance to Needy Families
- TANF began on August 22, 1996 at the federal level
- In Pennsylvania, the TANF program began March 3, 1997
- Each state administers its own TANF program and rules vary and change at any time
- Refugees can receive TANF if their families meet the requirements
- In Pennsylvania, TANF is only available for 60 months in the recipient's lifetime; the recipient must be working at least 20 hours per week after 24 months
- Generally, refugees and immigrants must become citizens to continue to receive benefits of any kind (including social security and food stamps)

These and any other important facts are written on the chalkboard and the teacher and learners discuss them until all facts are understood. At this point, a *round-robin* can be held: one student asks the student next to him or her: "How long can I get TANF benefits?" The second student replies: "For a maximum of 60 months." The second student then asks his or her neighbor a question about welfare, and the questions and answers continue around the room. The teacher should clarify any questions of word meaning, pronunciation, or comprehension as they arise.

If possible, a representative from the local County Assistance Office should be invited to address the class. If a speaker does come, the learners should prepare for the visit by writing and practicing relevant questions in advance.

2- Other Supportive Services

Clients moving from welfare to work will need other supports along the way. Child care, elder care health care, housing assistance, substance abuse aid, mental health services, legal aid, and other services are available.

Purpose: To familiarize learners with support services that are available in the community.

Skills stressed: Vocabulary development; reading for information; writing; speaking and listening.

Materials: Dictionaries and/or electronic translators, poster board, paper, magazines and catalogues, glue stick, crayons markers. information from the County Assistance Office about community resources to help clients.

Vocabulary:

abuse	elder care	medical
allowance	eligible	mental
assistance	GED	peer
child care	head start	resources
citizenship	health	subsidized
coverage	housing	technology
dependent	insurance	transportation
education	literacy	violence

Method:

The teacher briefly introduces other support services that are available in the community. Students then work in groups of three or four to define vocabulary words and add them to their word banks. (See lesson one).

The teacher then distributes information about community services that the class members might need. Resources may include: child care, elder care, legal services, health care, transportation allowance, housing assistance, substance abuse counseling, and mental health services. (The teacher can obtain this information from the County Assistance Office and other service organizations. Information should be written simply in the form of a fact sheet, without too much detail.)

Each group studies information about one or two of these services, with the teacher's guidance. Then, by using old magazines and catalogues, each group finds pictures related to its topic(s). A poster is created for each service by gluing pictures and/or drawing on the poster board. Each group presents its poster(s) to the class and explains the available services. The other groups are encouraged to ask questions of the presenters. These posters can be displayed around the classroom for future reference.

The class members are then asked to think about what services they might need and to write a few paragraphs about their own situations. The teacher can read the learners' writing, but corrections in grammar, usage, and language should not be made at this time. Positive comments are very helpful to encourage self-confidence. The learners should keep this writing in a portfolio or folder for future reference.

If the teacher notices a pattern of errors occurring in the writings, lessons can be developed to improve those specific skills.

3 - Finding the County Assistance Office

It is difficult for the ESL learner to travel throughout the area and to find specific locations. Reading a map, understanding the mass transit system (if one exists), and being able to ask for directions are skills that must be mastered.

Purpose: To develop map reading skills and the vocabulary to ask for and follow travel directions.

Skills stressed: Vocabulary development; map reading, talking on the telephone, asking questions, writing down information, following directions.

Materials: Dictionaries and/or electronic translators, street maps, public transportation maps and schedules, phone books, note pads, pencils.

Vocabulary:

automobile	exit	one way
block	grid	scale
bus	highway	schedule
compass rose	key	south
corner	landmark	subway
cross	map	symbol
direction	mile	trolley
east	north	west

Method:

The teacher briefly introduces the ways in which learners can get to the County Assistance Office and other locations in the community. The learners then break into small groups and study the vocabulary words. Then the words are added to the learners' word banks. (See lesson one).

The teacher then distributes various street maps and introduces basic map reading concepts, such as:

scale
key
compass rose
directions (north, south, east, west, northeast, southwest, etc.)
symbols
grid

The class members practice finding different locations on their maps. Then the learners work in small groups and use phone books and local maps to locate the County

Assistance Office and other points of interest on their maps. Getting to places by public transportation should also be discussed and studied, if applicable.

The learners then work in pairs to conduct mock telephone calls for directions to the County Assistance Office. Use a dialogue such as:

Caller: Hello! Can you help me?
Receptionist: What is it you need?
Caller: Could you please give me directions to your office.
Receptionist: Where are you coming from?
Caller: I am coming from _____.
Receptionist: Are you taking public transportation or are your driving?
Caller: I am _____.
Receptionist: (After consulting a street map or public transportation schedule)
You can get here by _____.
Caller: Thank you very much. Goodbye!
Receptionist: Goodbye!

The pairs can reverse their roles and practice the dialogue again.

Other dialogues can be created dealing with asking directions of a person on the street or asking a bus driver how much is the fare or where to get off to reach a destination.

4- Filling out the Application for Benefits – A Board Game

The *Application for Benefits* is the form by which eligibility for TANF and other services is determined. If the clients need assistance, another person or staff member can work with them. The form can be returned in person or by mail, but it must be completed in its entirety before a determination will be made.

Purpose: To become familiar with the *Application for Benefits* and how to complete it.

Skills stressed: Vocabulary development; speaking and listening; completing forms; following directions.

Materials: Dictionaries and/or electronic translators, copies of the *Application for Benefits* form, large sheet of poster board or wood for game board, crayons and markers, spinner or dice, small game pieces.

Vocabulary:

affidavit	disqualified	nonresident
alias	domestic	probation
application	expedited	protective
available	felony	seasonal
benefits	identity	section
caseworker	immunizations	snowmobile
certify	insurance	supplemental
criminal	maiden name	temporary
defendant	migrant	unshaded
disabled	misdemeanor	veteran

Method:

The teacher briefly introduces the *Application for Benefits* form and stresses its importance. Enough copies of the *Application for Benefits* should be obtained from the County Assistance Office so that each learner has his or her own copy (See appendix B).

The learners break into groups of three or four and defining the vocabulary words. These words can then be added to the learners' word banks. (See lesson one).

The teacher then facilitates a section by section discussion about how to fill out the *Application for Benefits* form. The teacher should note:

- notices can be provided in Spanish
- the learner can request an interpreter
- all of the unshaded areas must be complete

- only citizens may register to vote
- immigrants must provide information about their sponsors
- all parents and/or spouses not living in the household must be listed, even if additional pages are needed
- all expenses and all income must be included
- what it means to sign the affidavit

After the form is thoroughly discussed and understood, a board game about it can be constructed by drawing a large square or oval "track" on a piece of poster board or wood. Divide the oval or square into twenty or more even spaces, and write one question from the *Application for Benefits* form in most of the blocks. Other blocks can give instructions, such as: start, go back three spaces, lose a turn, or go forward one space. Use a spinner or dice to determine how many spaces each player should move his or her token.

When a player lands on a square with a question, he or she must answer it completely and correctly, as determined by the teacher. If an incorrect answer is given, the player goes back to the space from which he or she started. The winner is the first person to get around the board (once or twice). The game may be played by teams, if the class is large. If desired, small prizes or certificates can be awarded to the winner(s).

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5- The Agreement of Mutual Responsibility – An Important Contract

The *Agreement of Mutual Responsibility* form must be completed in order for a person to receive TANF benefits. It is a plan for the client to attain self-sufficiency and no longer need TANF within the set time limits. Since this document is a contract, both the client and the Department of Public Welfare must follow its provisions or stiff penalties can result.

Purpose: To understand the *Agreement of Mutual Responsibility* and the requirements of both parties to a contract.

Skills stressed: Vocabulary development; making a sales pitch; writing; asking for service.

Materials: Dictionaries and/or electronic translators, copies of the *AMR* form, old magazines and catalogues, paper and pencil, chalk and chalkboard, scissors, glue stick, card board or index cards.

Vocabulary:

actively	independence	screening
additional	ineligible	self-sufficient
blueprint	ordered	situation
caseworker	paternity	substance
clinic	penalty	support
contract	progress	update
cooperate	refuse	voluntary
hearing	resources	workshop

Method:

The teacher briefly introduces the requirements and ramifications of entering into a contract. The class then breaks into groups of three or four and studies the vocabulary words. The new words are then placed on index cards and added to the learners' word banks. (See lesson one).

Since the *Agreement of Mutual Responsibility (AMR)* is a binding contract, the concept of contracts should be stressed. The teacher and the class brainstorm about different kinds of contracts that people sign throughout their lives. Examples are written on the board and may include: professional athletes signing with a team, a movie star agreeing to promote a product, an apartment lease, hiring somebody to fix something or build something in a house, marriage and divorce, prenuptial agreement, a product guarantee, a will and a living will, a mortgage or other loan agreement, a preplanned funeral, enlistment in the military, etc. It should be stressed that in a contract each side must fulfill its obligations.

Each learner looks through old magazines and catalogues and finds pictures of items that he or she wishes to "sell". These pictures should be cut out and may be mounted on cardboard or index cards, if desired. Each learner takes a turn "selling" his wares to members of the class. When an agreement of sale is reached, a sales contract is created and signed by both parties. If the product is guaranteed, a follow up role-play can take place in which the purchaser has a problem with the product and wants to invoke the provisions of the guarantee.

Each learner is then given a copy of the *Agreement of Mutual Responsibility* form to study (see appendix C). Suggestions about self-sufficiency plans are made. It should be stressed that the AMR is jointly created and both the client and the Department of Public Welfare must live up to its side of the agreement. The *AMR* can be modified in the future, as situations change.

Learners who need to fill out this form with their caseworkers can practice with the teacher's assistance.

6 – Meeting with the Caseworker – A Time Line for Action

When a client becomes eligible for TANF benefits, he or she must meet with a caseworker and complete the *AMR* form (See lesson 5). Since TANF is only available for a maximum of 60 months in a recipient's lifetime, the client, with the help of the caseworker, must develop a plan for self-sufficiency.

Purpose: To focus on the time limitations of TANF and develop a time line as a tool to plan for success.

Skills stressed: Vocabulary development; putting events in chronological order; speaking and listening; writing.

Materials: Dictionaries and/or electronic translators, paper, calendars, rulers, pens and pencils.

Vocabulary:

activity	goals	reliable
appropriate	guide	requirement
assessment	initial	revised
average	insurance	sub-standard
development	notice	support
employment	prenatal	time frame
enrollment	reduce	training
exempt	register	volunteer

Method:

The teacher briefly introduces the concept of time lines - horizontal lines with important dates placed across them in chronological order. The learners then study the vocabulary words in small groups. These words are then added to their word banks. (See lesson one).

The teacher illustrates an example of a time line on the chalk board. A time line dealing with U. S. history could include some or all of the following dates:

1492 Columbus lands in the West Indies
1607 First English colony established at Jamestown
1620 Pilgrims land a Plymouth Rock
1776 Declaration of Independence signed in Philadelphia
1783 Colonists win the Revolutionary War
1787 Constitution written in Philadelphia
1803 Louisiana Purchase
1865 Civil War ends; Abraham Lincoln assassinated by John Wilkes Booth
1869 First transcontinental railroad

1886 American Federation of Labor is organized
1898 Spanish American War
1917 U. S. enters World War I
1929 Stock Market crash
1941 Japanese attack Pearl Harbor
1945 World War II ends
1953 Korean War ends
1954 *Brown v. Board of Education* makes separate but equal education illegal
1963 John F. Kennedy assassinated
1968 Martin Luther King, Jr. assassinated
1973 U. S. withdraws from Viet Nam
1974 Richard Nixon resigns due to Watergate cover-up
1981 U. S. hostages released from Iran
1991 Persian Gulf War
1992 Breakup of the Soviet Union – end of the Cold War
1999 Bill Clinton impeached but not convicted

A few or as many of these dates can be used, depending upon the level of the class and the interest and knowledge of American history. Other topics of greater relevance to the class members can be used for this example.

Groups of learners from the same country get together and draw a time line for the histories of their countries. A flag should be drawn on the paper, as well. Each group presents its national history to the class, and questions and answers are encouraged. These time lines should be displayed in the classroom to depict the many cultures present.

The teacher then presents an example of his or her personal time line on the chalkboard. Dates for birth, first day of school, graduation, marriage, birth of child(ren), jobs, etc. should be included. Another time line depicting the teacher's goals for the future should be added. Then the learners are asked to create time lines about their pasts and about their future goals and the time it will take to accomplish them. Again, the temporary nature of TANF should be stressed with 24 months to get at least a 20-hour per week job and 60 months of lifetime benefits. These time lines should be kept in the learner's portfolio or folder for future reference.

Tips on the actual meeting with the caseworker can also be discussed. Concepts, such as arriving on time, being prepared with goals and time frames, not bringing children, dressing appropriately, etc. can be written on the chalkboard and strategies can be developed.

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7 – Exemptions

The Department of Public Welfare caseworkers will consider certain situations as the basis for temporary exemptions and good cause exemptions from the work requirement.

Purpose: To familiarize learners with allowable exemptions from the work requirements of TANF, stressing that most of them are temporary; to practice using the phone book to get information.

Skills stressed: Vocabulary development; using the phone book; problem solving; speaking and listening.

Materials: Dictionaries and/or electronic translators, phone books; paper and pencil, chalk and chalkboard.

Vocabulary:

addiction	emergency	mental
cause	excuse	periodically
comply	exception	physical
conflict	exemption	reschedule
danger	homelessness	sanction
disability	illness	situation
discrimination	incapacitated	suitable
domestic violence	injury	transportation

Method:

The teacher presents a brief outline of exemptions and good cause exemptions to the TANF work requirements. Then the learners break into groups of three or four and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher writes a list of exemptions from the work regulations of TANF on the chalk board:

* The client has a child under the age of one and is a single parent. This is a once-in-a-lifetime exemption for twelve months.
* The client has a child under the age of six and cannot find child care. (This exemption is not acceptable in some locations, such as Philadelphia).
* The client is a grandparent or other adult receiving cash only for children.
* The client has a physical or mental problem that keeps him or her from working.
* The client is the primary care giver for a family member who is sick.
* The client is the victim of domestic violence.
* The client is homeless and has problems working.

* The client is in a drug or alcohol treatment program that will prevent him or her from working.
* The client is under eighteen years old and still in high school or a GED program.

The teacher and the class discuss what each of these statements means. Some exemptions can be permanent, such as a physical or mental disability, but most are only temporary and will not stop the 60-month clock from ticking. Continue the discussion, giving as many examples as possible, until the learners understand these concepts.

Good cause exemptions are common sense reasons for failure to comply with the work requirement. A client will not be subject to sanction if he or she has a reasonable excuse (good cause) but is expected to make a good faith effort to overcome any problems he or she may have in meeting the work requirement. Good cause exemptions should be listed on the chalk board and can include:

* Personal illness or injury that prevented the client from complying.
* Failure to receive notice at least two days prior to an appointment.
* An unavoidable conflict with paid work hours or a job interview.
* Personal emergencies such as a death in the family, court dates, or important medical appointments that cannot be rescheduled.
* Serious problems that must be addressed prior to employment, such as homelessness or drug or alcohol addiction, where there is an agency plan that prevents participation in a work activity.
* Illness of a family member which prevented a client from complying.
* A client is currently attending high school.
* Lack of care for disabled children or for an incapacitated adult in the household who needs care or supervision that there is no one else in the household to provide.
* Inability to arrange or locate transportation.
* Job training was beyond the ability of the client.
* Discrimination or dangerous situations in the work place.
* Living more than two hours (round trip) from a work assignment.

The teacher and the learners discuss these good cause exemptions, giving as many examples as possible, until the learners have a good understanding of what an exemption is and what it is not.

The students break up into small groups, and each group is given a phone book. The teacher assigns each group three or four of the exemptions, and the group's task is to look up services in the phone book that would help a welfare client solve his or her problem and comply with the work requirement. After a list of potential resources is developed, the learners should call selected sites and ask them about their services. If possible, agencies should be asked to send the class information about their offerings. These pamphlets and other information should be kept in the classroom for easy reference, if the need arises.

Each group will be responsible for presenting its findings to the class as a whole. If possible, each group can create an information sheet (through word processing or free

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hand) and distribute it to the class. These sheets should be kept in the learners' portfolios or folders for future reference.

If the teacher has contacts with any service agency that can help welfare clients get over the problems that are preventing them from working, he or she should ask a representative to come and talk to the class. If the agency is willing, the class could plan a visit there.

If the class is having a speaker, appropriate questions should be written and practiced in advance. If the class is going to an agency on a field trip, plans for how to get there, what to look for at the site, and questions to ask should be formulated in advance by the learners.

8 – Responsibilities while on TANF – A Checklist

All TANF recipients must develop an *Agreement of Mutual Responsibility*. (See lesson 5). Requirements and time limits are placed upon the client at that time, and these obligations must be fulfilled. If the recipient is not working after 24 months, further obligations are put into place. A person cannot collect TANF benefits for more than 60 months in his or her lifetime.

Purpose: To acquaint the learners with the job search and other requirements imposed upon him or her, once TANF benefits begin.

Skills stressed: Vocabulary development reading for information, creating a check list; interviewing, speaking and listening.

Materials: Dictionaries and/or electronic translators, drawing paper, crayons or markers, chalk and chalk board, pens and paper.

Vocabulary:

attachment	independent	rapid
budget	mandatory	skills
community service	nonprofit	search
contracted	obligation	solutions
court	ongoing	subsidized
disregard	options	supervision
enroll	personnel	utilities
human services	probation	workfare

Method:

The teacher presents an introduction to the requirements of TANF in the first 24 months and in the period from 24 months to five years. Then the learners break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher divides the class into three groups. The first group receives information about TANF entry and the mandatory eight week job search. The second group receives information about clients who did not get a job during the initial job search and their options for looking for work and improving skills during the first 24 months of TANF. The third group gets information about the 24 to 60 month period and the 20 hour per week work responsibilities. This information should be presented in the form of a fact sheet prepared in advance by the teacher. Information for this fact sheet can be obtained from the local County Assistance Office, the Internet, or a service agency that deals with TANF requirements.

With the help of the teacher, each group studies and discusses the responsibilities of TANF clients in its category. Then each group creates a large chart or poster listing these responsibilities. The information is presented to the other groups, and the charts are hung on the walls of the classroom for future reference.

The teacher then presents the concept of check lists as a means of keeping track of items. The learners and teacher brainstorm and write common uses of checklists on the chalkboard. Examples may include: a shopping list, a "to do" list, a health history form, a questionnaire, a child's report card, an inventory of the condition of an apartment when it is rented, etc. Examples of check lists can be brought from home and shown to the class.

Each group is then asked to create a check list for the responsibilities within its TANF category. After the checklists are completed, the learners can role play situations in which one is the DPW worker and one is the TANF client, and an interview is held to see if the client is fulfilling his or her responsibilities. Procedures that the client has followed should be checked off on the group-created check list.

It should also be stressed that the Department of Public Welfare has responsibilities to the clients, as well. The client must work closely with the caseworker to ensure that both ends of the contract are being upheld. (See lesson 9).

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9 – Rights of the TANF Recipient - Learning to Negotiate

While on TANF, the client also is entitled to supportive services, to participation in welfare to work programs, and to a problem solving procedure to deal with the Welfare Department.

Purpose: To inform the student that the TANF recipient has rights and how to access the services and systems to which they are entitled.

Skills stressed: Vocabulary development; negotiation, distinguishing fact from opinion.

Materials: Dictionaries and/or electronic translators, chalk and chalkboard.

Vocabulary:

allowance	directed	reapply
appeal	intensive	referral
community service	job coach	regional
commute	literacy	SPOC
conciliatory	non-custodial	subsidized
contact	organization	training
contractor	PIC	transportation
deny	placement	wraparound

Method:

The teacher presents a brief introduction to the rights that a recipient has during his or her time on TANF. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

Then working with the whole group, the teacher facilitates a discussion about supportive services available to TANF recipients who are looking for work.

1) Supportive services during the initial 8 week job search period:
   - independent job search or rapid attachment program
   - literacy programs
   - ESL instruction
   - training programs
   - rapid attachment programs
   - child care assistance
   - transportation assistance
   - homeless assistance
   - housing counseling

food assistance
drug and alcohol abuse care

2) If the client has not found a job after the 8 week initial job search he or she must begin an active job search and building skills phase for up to the 24 month mark and may receive:

full time education (not more than 12 months)
transportation assistance
child care assistance
clothing allowance
work activity options

3) After 24 months on TANF the client may receive:

Work Requirement Review Meeting
subsidized employment
community service job
education and training (after 20 hrs week of work)
child care assistance
transportation assistance

4) After 60 months, TANF benefits will end.

The discussion continues until the learners understand the rights during each of these periods and how they differ.

The learners then break into groups of three or four. In each group, a discussion takes place about the Work Requirement Review Meeting (WRR), which is held at the 24-month mark of TANF. For this meeting, caseworkers send letters to clients giving them the date and time to come in for a conciliation session. Clients must attend this meeting or call the caseworker to reschedule, if the time is not convenient. Clients who do not go to this meeting will be treated the same as those not cooperating. A second letter will be sent to the client, and if he or she still does not respond, sanctions can be imposed.

At the WRR meeting, the caseworker and the client review the AMR and what steps the client has taken to look for work and improve skills. At this stage, the client (unless he or she is exempt or has good cause) must engage in an approved work activity for at least 20 hours per week to continue to receive TANF benefits. It is important that the AMR be revised not only to reflect the client's work activities, but also to list the support services still needed. The client and the caseworker must negotiate to reach a new AMR that is acceptable to both parties and one that has provisions that each party can fulfill.

At this point, a representative from a community legal services group should be asked to speak to the class about negotiating the revisions to the AMR. The representative should also tell the learners about the appeals process for those who feel that they are being sanctioned unjustly. Learners should prepare for the legal representative's visit by thinking of questions in advance and practicing asking them.

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If a representative from a community legal service organization is not available, the teacher can contact the agency and get as much information about the appeals process as possible.

- After discussing and digesting the information about appeals and revisions, the learners can role play meetings between the caseworker and the client at a Work Requirement Review meeting and at an appeal of sanctions. Each learner should have the opportunity to play both the client and the caseworker during these role plays.

10 – Citizenship Issues – 100 Questions for Reverse Jeopardy

Most immigrants and refugees who collect government benefits will be required to become citizens to maintain these payments. Currently, an immigrant or refugee must have a green card (document as a permanent resident of the U.S.) for five years before applying for naturalization. If the immigrant or refugee is married to an American citizen, the wait is three years. Then an N-400 form may be submitted to the INS. When the prospective citizen is called for an interview, an oral test of U. S. history and civics is given, and an oath of allegiance is required. The INS (Immigration and Naturalization Service) circulates a list of 100 questions as a study guide for the oral test, and most of the questions asked are on it.

All laws dealing with citizenship and naturalization can change at any time; contact the INS for current provisions.

Purpose: To acquaint learners with the citizenship process, assist them in in finding help with citizenship questions, and familiarize them with the 100 questions.

Skills stressed: Vocabulary development; researching; speaking and listening.

Materials: Dictionaries and/or electronic translators; paper and pencil or pen; U. S. History and Civics books designed for ESL learners; noise makers; sample of 100 Questions; N-400 form; prizes.

Vocabulary:

allegiance	election	legislature
anthem	enemies	mayor
branch	examiner	naturalization
checks and balances	executive	oral
citizen	governor	oath
civics	independence	Pilgrim
colony	INS	president
declaration	judicial	swear

Method:

The teacher introduces the subject of citizenship and naturalization to the class. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher and the class discuss the requirements to naturalize. It should be stressed that if an immigrant or refugee does not become a citizen within seven years of receiving

permanent resident status (this rule is subject to change), any benefits that the family is receiving can be denied.

A representative of a refugee or immigrant assistance agency should be invited to address the class and help learners with questions and issues about obtaining a green card and/or becoming a citizen. **WARNING**: Giving incorrect information could result in legal trouble for the learner. Please get expert advice. Do not attempt to help him or her with INS provisions or paperwork.

Next discuss the oral test that must be passed for naturalization. In this oral interview, the examiner will go over information that the learner has provided on the application for citizenship (N-400) form) (See appendix D). Then he or she will ask some questions about American History and Civics. These questions are generally taken from the list of 100 questions circulated by the INS. The examiner will also dictate five simple sentences covering the same information as the 100 questions. When the applicant passes the interview, he or she will take an oath of allegiance to the United States in which he or she will give up loyalty to any other country.

The teacher passes out copies of the 100 questions and their answers (See appendix) to the class. The list is in the appendix to this book, but it can also be obtained most ESL citizenship textbooks and from the INS.

The class breaks into groups of three or four and each group begins to study the 100 questions and their answers. As questions arise, the teacher should bring the class together and, using history and government textbooks as references, research the topic of the question and discuss the answer.

In their groups, the learners should take turns asking each other the questions and answering them. It may take many days (or months) for the learners to become comfortable answering the 100 questions.

When the learners are ready, the class plays reverse "Jeopardy". Three teams are formed and each team is given a distinctive noisemaker. The teacher then proceeds to ask a question from the list of 100 questions. When a team knows the answer, it makes its noise and answers the question (in the form of an answer). If the answer is correct, the team gets a point. If the answer is incorrect, another team can attempt to answer. Points may be subtracted for incorrect answers, if you wish to make the game more challenging. At the end of the allotted time, the team that has the most points is the winner. Small prizes, such as certificates or pencils can be given to the winning team.

PART TWO
JOB READINESS STRATEGIES

11 – Availability for Work – Household Tree

Adjusting to life in America will take time for all newcomers. If welfare reform is pushing the learner to find a job as quickly as possible, the adjustment process must be as quick as possible. Once a routine is established, it is important for the refugee or immigrant to understand his or her responsibilities that may limit the amount of time, distance away, or hours and days that he or she can be at work.

Purpose: To help the learner discover the days and times that he or she is available to work and to reconcile family and community responsibilities with working hours.

Skills stressed: Vocabulary development, seeing relationships, speaking and listening; writing skills.

Materials: Dictionaries and/or electronic translators, drawing paper; crayons and markers; chalk and chalkboard; phone books; pencils or pens; paper.

Vocabulary:

babysitter	family	part time
benefits	flex time	preschool
camp	full time	relative
child care	generation	responsibility
community	infant	sanitary
day care	neighborhood	sibling
educational	obligation	spouse
elder care	parent	supervision

Method:

The teacher briefly introduces the concept of full time paid employment and the obligations that it entails: hours per week at work, days off per year, attention and dedication required by the employer, etc. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

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The teacher then passes out drawing paper and markers or crayons. Each learner is asked to draw the simple outline of a house (a large square with a triangle on top). On the first floor, the learner should depict (with stick or simple figures) all of the children who live in the house. On the second floor, the learner and all those in his or her generation should be drawn. In the attic, residents of the learner's parents' generation should be shown. If there are more than three generations in the household, draw in additional floors.

Each learner should be asked to bring pictures of his or her family members to class. Set up the room with chairs in a circle, if the furniture allows. The learners then take turns sharing their household trees and showing pictures of their families. If they wish, after presenting their household trees, the learners can have their classmates guess the identities of the people in their pictures.

The teacher then facilitates a whole group discussion about the time that the learners are obligated at home. Examples such as: must be home for after school hours, cannot work on weekends, have to be home over night, cannot work from 12:00 to 2:00, etc., are written on the chalkboard.

The teacher then describes what a full time job usually requires :

35 to 40 hours per week
one or two weeks vacation per year (pre-approved)
overtime often required
must get to work on time
limited number of sick days and fewer personal days (if any)
no personal phone calls
cannot leave early
sometimes have to take work home to finish

The requirements of part time jobs, temporary assignments, etc. are also listed.

Suggestions for having more time available for working are then elicited from the group. These may include: child care, elder care, changing the time that a special task is done, having a spouse stay home, etc. Each learner is asked to use the telephone book and to call one child care or elder care provider and ask him or her to send information to the class for future reference. What to say in this phone call should be written out and practiced in pairs, before the actual phone call is made.

A field trip to a local day care or elder care center should be arranged, if possible. Things to look for, such as cleanliness, number of teachers per child or adult, safety, etc. should be discussed before the field trip and noted by the learners while they are on their tour. When they return to class, observations should be shared. As a class, a thank you letter to the facility can be written.

The learners are then asked to write about how their obligations at home can fit into a work schedule. The learner is urged to consider child care, elder care, etc., options in making this determination. When the learners are finished, they share their writings with the class, and other class members and the teacher can offer them suggestions for more

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availability. This writing should be kept in a portfolio or folder for future reference. Learners should be reminded that TANF requires the recipient to work at least 20 hours per week by the end of the 24th month and to be completely self-sufficient and require no further cash benefits by the 60th month.

12 –Choosing a Career – A Skills Inventory

Learners should be realistic in setting both short term and long term employment goals. By taking into account a full picture of their skills, learners can set their sights on a future employment that will be a good match for their ability. Choosing careers that the learners have good skills for, will help them achieve success and future advancement.

Purpose: To make the learners aware of all of the skills that they possess and how these skills can help in choosing a career.

Skills stressed: Vocabulary development, sorting, self-awareness, collaboration, designing a survey.

Materials: Dictionaries and or electronic calculators; chalk and chalkboard; paper; pens and pencils; poster board; markers and crayons.

Vocabulary:

budget	dexterity	operate
calculate	diagnose	perform
compose	empathy	reflect
coordinate	experiment	self-esteem
counsel	goals	skills
decisions	hands on	survey
design	inventory	training
details	machinery	transfer

Method:

The teacher introduces the concept of choosing a career for which the learner is best suited. Each of us has skills that we were born with and others that we have developed throughout the years; and if we can build on our skills, we have a good chance of finding a job that we will like and at which we can be successful and grow. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

With the whole group, the teacher facilitates a discussion about what skills the learners have. The format "I can (take a phone message). Can you?" may be used to go around the classroom to practice vocabulary and conversation.

After the learners have thought about their own skills, the teacher and the class can create an employment skills inventory. Write all the skills that the learners mentioned on the chalkboard. Then write abilities that go along with each of them. For

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example, if a learner can take a phone message, then he or she has good listening and writing skills. Skills can be grouped, for example:

hands on skills:
putting things together
using tools
operating machinery
lifting

creative skills:
imagining
inventing
designing
doing crafts

word skills:
reading
writing
talking
editing

helping skills:
being of service
understanding
offering support
counseling

number skills:
counting
calculating
budgeting
keeping an inventory
measuring

art skills:
writing music, or stories
playing an instrument
singing
drawing
acting

thinking skills:
researching
organizing
sorting
problem solving

follow through skills:
seeing things through
following directions
recording data
reflecting

leadership skills:
starting a group
organizing
directing
making decisions

Skills can be added or taken away to reflect the accomplishments and abilities of the particular group of learners. Once a complete list has been developed, the learners write each category on a separate sheet of paper. Then, they write down the abilities they possess under each heading. Each learner can then evaluate which sets of skills he or she favors.

Further class discussion should focus on jobs that use particular skills. This would be a good time to have people that work in different occupations come to the class and talk about what their jobs entail. If a visitor comes to class, the learners should think about any questions they have about the career that he or she is coming from and practice them in advance. If class visitors cannot come, each class member can

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research an occupation that he or she might have the skills for and report back to the whole class.

Learners who are interested in the same or similar occupations can work together in groups to make posters about the career and its needed skills. After each poster is presented to the class, it can be hung on the walls for reference.

Students can also research organizations that support careers in which they might be interested and write away for reference material for the class.

13 – Writing a Resume – Action for Action

It is important for a job applicant to make a good first impression to a perspective employer. The resume is one of the first things that a hiring manager sees, and it is usually the basis for deciding whether or not to interview the person.

Purpose: To suggest, to the learners, a format for a resume that is active and positive.

Skills stressed: Vocabulary development; collaboration; following a format; writing.

Materials: Dictionaries and/or electronic translators; chalk and chalkboard; pencils and paper; word processing equipment (if available); construction paper; old magazines and catalogues; markers and crayons.

Vocabulary:

accomplishments	employer	previous
awards	experience	recognition
biography	goals	responsibility
career	graduate	significant
certificate	history	skills
degree	honors	training
diploma	license	workshops
education	objective	vocational

Method:

The teacher provides a brief introduction about the purpose of a resume and what it usually contains. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher then works with the whole class to explain active verbs. Action verbs that can be used to tell about oneself on a resume are determined by brainstorming together, and a list is made on the chalk board. The list should include verbs that describe abilities, interests, and accomplishments, such as: word process, inventory, proofread, operate a cash register, wait on customers, take messages, collate, use a copying machine, take orders, draw, write, supervise, instruct, train, use software, interview, draw, provide assistance, translate, lift, sort, make an oral presentation, baby sit, use machines, sell, mow lawns, garden, calculate, proofread, organize, clean, file, measure, drive, follow directions, etc.

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The class breaks up into pairs, and each pair takes an equal number of the verbs from the board. Each group defines their verbs, using a dictionary or electronic translator, as needed. The pairs then write sentences for each of their verbs and place each sentence at the top of a separate sheet of construction paper. Underline the verb used in each sentence. It is easier to use only one verb per sentence.

The learners explain each of their sentences to the whole class, and further discussion and clarification can take place. Some (or all) of these sentences can be illustrated with pictures from old magazines and catalogues and hung up around the room.

The teacher then facilitates a discussion with the whole group about the purpose of a resume and what it should contain. Points to stress include:

it is the resume that gets you the interview
be positive about yourself
summarize and be brief
create a well organized, attractive document

The learners break into small groups and help each other place personal information into the suggested resume format:

Objective
Education
Experience (can come from life as well as previous work)
Special skills and interests

Use as many action verbs as possible to create a positive, readable resume. The groups peer edit each other's drafts. The teacher then reviews the draft with each learner and a final draft is written.

If word processing equipment is available, the learners may, with as much of the teacher's help as necessary, put their resumes into the computer and print them out. If no computer is available, the teacher can word process the resumes for the class, if he or she has access to this equipment at home or elsewhere. The resumes should be saved in a portfolio or folder to be used when necessary.

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14 – Reading a Job Advertisement – Abbreviation Bingo

Since employers pay for newspaper advertising by the line, they often fill their ads with abbreviations to save space. Learners must understand these abbreviations in order to make sense of what the ads say.

Purpose: To help learners understand the meanings of abbreviations used in job advertising and to begin to read these ads to see if they are qualified for the positions.

Skills stressed: Vocabulary development, reading for understanding, matching.

Materials: Dictionaries and/or electronic translators; chalk and chalk board; cardboard; rulers; markers; paper; employment advertising sections for various dates; index cards; scissors.

Vocabulary:

abbreviation	column	maintenance
administrative	commercial	management
advertise	computer literate	retail
automotive	data processing	technical
available	experience	trade
benefits	general	vocational
category	ledger	workshop
clerical	license	word processing

Method:

The teacher presents a brief introduction to looking for jobs by reading the want ads and tells the class that these ads have a vocabulary all their own. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher tells the class that advertisers pay for ads by the line and asks them what they think that implies. The conclusion – *ads must tell as much as they can in as little space as they can* – is written on the chalkboard. The teacher then asks the class how advertisers can fit as much information about their jobs in very little space. When the idea of abbreviation is hit upon, it is written on the chalk board, too. The teacher then asks the learners to think about common abbreviations in English that they see every day. Examples, such as: Mrs., Mr., Ave., St., RR., TGIF, PA, Rd., Rte., Apt., Co, and Inc. are written on the chalk board.

The learners then break into small groups, and each group is given several pages of employment ads from different dates and/or different newspapers. The task for each

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group is to write down all of the abbreviations they can find in these ads and, from previous knowledge and context, what they think these abbreviations mean. Each group then presents its list and explanations. Any questions should be answered and information clarified by the teacher during these presentations.

The class constructs "abbreviation bingo" cards by taking a piece of cardboard and drawing three evenly spaced vertical lines and three evenly spaced horizontal lines to make a page with sixteen empty squares. The teacher or a student that understands the concept can demonstrate the making of the game board to the class. Sheets of blank paper are cut into little squares to act as markers during the game.

In each blank square, the learner writes one of the abbreviations from the want ads. The learners should choose abbreviations that they feel familiar with.

When the game boards are finished, the bingo game begins. The teacher reads a definition:

This means a full time job.
This means a certified nursing assistant.
This means hours.
This means commercial drivers' license.

When the learner has one of the abbreviations listed on his or her card, he or she covers that space with a tiny piece of paper. The first person to cover every square on his or her game board wins the game. The winner must show that each abbreviation on his or her card was indeed mentioned. Learners can switch game cards and play again.

Learners go back into their groups and select three or four ads from their newspapers that are representative of jobs that they might be interested in. Learners place each ad on a separate index card and list and define all of the abbreviations used on the back of the card. These cards can be stored in their portfolios or folders for future reference.

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15 – Writing a Business Letter - Scenarios

Writing a good business letter combines the ability to communicate effectively in writing with the implementation of correct business letter form. If learners want to write cover letters, letters of inquiry, or thank you letters to prospective employers, they must master correct business letter form.

Purpose: To practice written communication skills and to learn how to follow a business letter format.

Skills stressed: Vocabulary development, written expression, following directions, critical thinking.

Materials: Dictionaries and/or electronic translators; paper; pencils and pens; chalk and chalkboard; word processing equipment, if available.

Vocabulary:

accurate	indent	public
address	inquiry	punctuation
alignment	inside	reply
closing	legible	salutation
colon	letterhead	signature
correspondence	manuscript	sincerely
courteous	margin	statement
format	organization	word processing

Method:

The teacher briefly introduces the need for learning to write good business letters. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

Then the teacher and the class brainstorm about when it is necessary to write a business letter. Instances such as: to apply for a job, with a resume, to inquire about job openings, to order an item, to complain about service, to ask a question of a child's teacher, to make a request to a landlord, etc., are written on the chalkboard.

The teacher then presents the format of a business letter by writing on the board or passing out a sheet on which the format is written:

address of sender
current date
(Skip two spaces)
inside address (who is getting the letter)

(Skip two spaces)
salutation + colon
(Skip two spaces)
body of the letter
(align to left and skip spaces between paragraphs)
(Skip two spaces after the body is completed)
Closing + comma
(Skip four spaces)
Signature
Printed name

The learners break into pairs, and each pair writes a scenario about a situation in which a business letter is needed. Details such as: the address that the letter is going to, the specific reason that the letter is being written, and the address of the letter writer should be included. The scenarios are written down and given to the teacher.

The teacher checks each scenario for understandability and legibility. It is not necessary to correct minor grammar or spelling mistakes at this time – only errors that will cause a lack of comprehension. The teacher then distributes a scenario to each leaner, making sure that everyone gets one written by someone else.

The learners write business letters to correspond to their scenarios. If word processing equipment is available, the learners should practice composing their letters and printing them out. If there are no computers for the learners, the letters can be handwritten in the learner's best penmanship, or the teacher can take the final drafts and word process them somewhere else. If using word processing equipment, the teacher should allow enough time for the learners to slowly input their letters and learn how to operate a computer.

When the letters are finished, the students read their letters to the whole group and learners critique them for how well they expressed what the learner needed to say.

Each learner then writes a letter of application for the kind of job in which he or she is interested. Advertisements cut out and saved in lesson 14 can be used. The learners should make sure that all of the facts in the letter are correct, that it provides all of the information called for, and that it follows the correct format. The teacher should discuss each rough draft with the learner and make corrections, as needed. The letter should be word processed, if possible, and kept in the portfolio or folder for future reference.

The advisability of writing a thank you letter after an interview should be discussed. If desired, thank you letters can also be written and placed in the learner's portfolio or folder.

The teacher and the whole class then discuss the proper way to fold the letter and complete an envelope for mailing. Examples are written on the chalkboard.

16 – Calling about a Job – Telephone Etiquette

ESL learners are often self-conscious about talking on the telephone, especially in a business situation. There are situations in which they have to call about a job and may need practice to make sure that they are understood.

Purpose: To make the learner more comfortable and self-confident to make business calls.

Skills stressed: Vocabulary development; speaking and listening; speaking from notes; taking down information; pronunciation.

Materials: Dictionaries and/or electronic translators; two unplugged or toy telephones; note pads; pencils and pens; chalk and chalk board, tape recorders, if available.

Vocabulary:

annunciate	directory	operator
answering machine	etiquette	option
apologize	hand set	personality
area code	impression	push-button
conversation	local	select
courtesy	long distance	switchboard
dial tone	message	tone
digit	mouthpiece	voice

Method:

The teacher briefly introduces the need for being understood on the telephone, especially when calling about a job. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher and the whole group discuss the importance of making a good impression when calling about a job on the phone. Everything depends on the learner's voice and phone etiquette. Important points area written on the chalkboard and can include:

- speak slowly and clearly
- do not shout or whisper
- remember you are talking to a person, not a machine
- speak directly into the mouth piece
- show interest in the conversation
- offer to call back if it is not a good time
- apologize if it is a wrong number
- plan what to say beforehand
- write down important facts or messages

- be brief, do not chitchat
- hang up gently

With these guidelines in mind, learners write a list of points they would like to make in a phone call about a job of interest. Then, using disconnected or toy phones, each learner makes his or her "call" to the prospective employer. The teacher or another learner can play the role of the employer. Learners should be polite, pronounce words carefully for understanding, and manipulate the handset so they are talking directly into the mouthpiece. Writing messages while holding onto the phone equipment should also be practiced.

If a tape recorder is available, the teacher can record the learners' conversations and play them back. Learners will then have an opportunity to hear what their voices sound like and make any corrections they feel are necessary.

Role play as many different phone conversations as it takes for the learners to feel comfortable and self-confident.

If there are common pronunciation problems within the class, exercises to improve these areas can be undertaken. Tongue twisters, chants, and poems are also tools to improve pronunciation and fluency. The teacher should stress that the most important factors in being understood on the telephone, however, are speaking slowly and distinctly.

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17 – Preparing for the Interview – Dress for Success

Once an interview is set up, the learner must get ready to make the best first impression that he or she can make. Showing an interest in the company by dressing appropriately and acting professionally is the best way to show ability.

Purpose: To show the learner how to prepare for a job interview, stressing appropriate dress and demeanor.

Skills stressed: Vocabulary development; recognizing cultural differences; interviewing.

Materials: Old magazines and catalogues, poster board, glue stick, markers, and crayons, chalk and chalkboard.

Vocabulary:

appropriate	ethnic	patterns
attire	expression	pronounce
business dress	flamboyant	research
casual	formal	society
colorful	listen	speak
communicate	narrative	suit
culture	norm	uniform
dialogue	pattern	wardrobe

Method:

The teacher briefly introduces the concept of the job interview and the importance of making a good first impression. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher facilitates a class discussion about how to make a good first impression at a job interview. Suggestions such as:

know about the company
come on time
wear appropriate clothing
answer questions simply and honestly
let voice and body language show interest
ask pertinent questions that show knowledge and ability

If the class is multicultural, the teacher and the class discuss clothing styles favored by particular cultures. If possible, learners, teachers, and staff can wear native garb to class and show it off in a "mini fashion show." Learners should explain what they are wearing

to other class members from different cultures and answer any questions about fabric, color, occasions to wear it, how to make it or buy it, etc.

What is fashionable in America should then be discussed. Learners should not be encouraged to give up all of their native customs and choices of attire to fit into their new society; but, especially in the workplace, it may be beneficial for them to know the cultural norms.

Afterwards, the teacher facilitates a discussion about appropriate dress for a job interview in the United States. Examples of acceptable outfits, including shoes, clothing, hosiery, make-up, etc., are written on the chalk board in lists under different kinds of jobs. Often clothing worn every day to a job differs from what is appropriate for the interview.

With the teacher's help, learners work in groups, according to their career interests, to find pictures in old magazines and catalogues that illustrate proper attire for the interview for those particular jobs. These pictures can then be glued to sheets of poster board with the job title written across the top. Posters may be decorated and hung around the room. Each group makes a presentation about the appropriate attire for a job interview for their specific field.

The class can then hold a "dress for success" day when the teacher, learners, and staff come to class dressed appropriately for a job interview. (If class members do not have appropriate attire and cannot afford to purchase it, there are agencies that can help them. If they receive TANF, they may be eligible for a clothing allowance. (See lesson two). The proper use of make up, perfume, toothpaste, mouthwash, soap, and deodorant should also be mentioned.

Mock employment interview questions can be prepared by the teacher or cooperatively with the class, taking into consideration what the employer wants to learn about the applicant and what is permissible to ask. Questions of a personal nature, including age, marital status, children, sexual orientation, etc. are not allowed. The learners may take turns being the employer and the applicant and practice interview techniques. The "applicant" should be encouraged to ask insightful questions that show that he or she is interested in the company and knows something about it.

Learners should be reminded that it may be helpful to write a thank you letter to the employer (See lesson 15) after the interview.

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18 – Filling out the Employment Application – A "Cheat Sheet"

When applying for a job, completion of an employment application form is usually required. Learners should know what information they are expected to provide and bring written notes to help them complete the form correctly.

Purpose: To familiarize the learner with the information required to complete an employment application.

Skills Stressed: Vocabulary development, reading and filling out forms, printing neatly.

Materials: Dictionaries and/or electronic translators; sample employment application forms; black pens; paper; chalk and chalk board.

Vocabulary:

apprenticeship	initial	recognition
degree	major	referral
duties	middle	relative
felony	military	relocation
history	non-exempt	salary
human resources	personal	valid
information	polygraph	volunteer
internship	previous	work permit

Method:

The teacher talks briefly about information required to fill our a job application. The learners then break into small groups and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The teacher then distributes copies of job applications to the class. Actual applications can be obtained from companies or stores that are hiring, or a generic application can be created. The teacher and the class work together and list information that must be provided on the application on the chalkboard. It should be pointed out that some information is common to all job applications, such as: first name, middle name (or initial), last name, current address, social security number, phone number, hours available, education, employment history, signature, and date. Other information may be pertinent to specific applications, such as: do you have a relative employed by the company, what prompted you to apply, positions of interest, job related skills, have you ever been convicted of a felony, references, etc.

Because so much specific information about dates, addresses, telephone numbers, etc. is required to complete the job application, the learner should make sure that he or she

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writes down pertinent information and brings this paper to an interview. By referring to written information, the learner can be sure that all information is correct, all spellings are correct, and that nothing of importance is left out. The teacher should point out that by signing the job application, the learner verifies that all information is correct and can be confirmed by the employer.

The learners then work as partners to help each other create a "cheat sheet" to use in completing job applications. The teacher should talk individually with each learner to make sure that he or she has written:

Full name
Social Security Number
Full address, including zip code, and phone number
Names of all schools attended, addresses, dates, degrees
Names of all previous employers, addresses, phone numbers, dates, salary, reason for leaving
Full names, addresses, and phone numbers of any references

Once the "cheat sheets" are completed, the learners practice filling out the job applications as neatly and legibly as possible. The teacher should suggest that the learners print all information and make sure to stay within each section's lines. Since neatness will help create a good first impression, do not erase or cross out, if at all possible.

When the applications are filled out the learners should place them and their "cheat sheets" into their portfolios or folders for future reference. When they actually go to an interview, this "cheat sheet" can be updated, if needed, and taken with them.

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19 – Asking and Answering Interview Questions

During a job interview, the learner will be asked many questions. He or she will also have the opportunity to ask questions of the employer. The way in which the applicant answers and asks these questions, along with body language and appearance, will determine whether or not he or she has a chance to get the job.

Skills stressed: Vocabulary development, asking and answering questions, positive body language.

Materials: Dictionary and/or electronic translator, chalk and chalkboard, video camera, if available, paper and pencil.

Vocabulary:

arrogance	discussion	positive
attitude	examples	promotions
anxiety	impression	research
brochure	language	slouch
challenge	motivation	strength
conflict	nervous	tardiness
credit	organization	trial
discomfort	promotion	weakness

Method:

The teacher provides a brief introduction to asking and answering questions at a job interview and presenting a good impression. Then the learners break into small groups of three or four and study the vocabulary words. These words can be added to their word banks (See lesson one).

The teacher and the class discuss the kinds of questions that might be asked by an employer at a job interview and suggest answers. These questions and answers are written on the chalkboard. It should be stressed that the learner must research the company and know as much as he or she can about it, before the interview. Ways to find out about the company include: reading all of its brochures and publications, talking to current and former employees, and talking to organizations in the field. This way the applicant will be able to provide well thought out, insightful answers to questions about why he or she wants to work there and/or what he or she can offer the company. Learners in small groups look in the phone book to find possible sources of information about companies of interest. They can call these contacts and get information to share with the class, if they wish.

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Next, the teacher and learners write down questions that the applicant should ask at the interview. These questions should come from the applicant's knowledge of the company and from his or her own experience with the type of work.

The teacher then facilitates a discussion about body language in the United States. In American business situations, it is appropriate for both men and women to shake hands; when speaking, one should look the other person in the eye; good posture is important when sitting and standing; do not fidget and look distracted – maintain full concentration; give the other person at least a foot and a half of personal space all around him or her.

Some important rules for the interview should also be written on the chalkboard:

- arrive on time
- dress appropriately (See lesson 17)
- speak slowly and distinctly and do not use slang or profanity
- let the employer talk at least 50% of the time
- tell the truth
- use positive body language
- show interest in the position by asking thoughtful questions

The learners take turns being the employer and applicant at a job interview. If a video camera is available, these practice interviews can be taped and critiqued by the whole class. If no camera can be used, the class members take notes and provide feedback to the "applicant" after the interview is over.

The teacher should stress again that being prepared for an interview means, (1) knowing as much as possible about the company, (2) dressing appropriately, (3) using positive body language, and (4) asking and answering questions in a thoughtful manner. This is the one opportunity that he or she will have to make a good first impression.

If the learner is called back for a second interview, the same basic rules apply. He or she may expect more in-depth questions about his or her qualifications, or the questions may be about the same but asked by different people.

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20 – First Days on the Job

Once the learner finds a job, he or she will have a lot to do in the very beginning, even before he or she has a chance to meet people or get comfortable in new surroundings.

Purpose: To help learners get familiar with paperwork they have to fill out when they are first employed, benefits choices they may have to make, and ways to get to know their fellow employees.

Skills stressed: Vocabulary development, filling out forms, making choices.

Materials: Dictionaries and/or electronic translators; sample W-4 and I-9 forms (see appendix); chalk and chalkboard; pencils and pens.

Vocabulary:

alien	dependent	refugee
allowance	documents	resident
anti-discrimination	exemption	spouse
attest	federal	taxable
authority	itemize	temporary
benefits	license	verification
certificate	naturalization	withhold
claim	passport	worksheet

Method:

The teacher briefly introduces all that a new employee must accomplish in his or her first few days of work. The learners then break into small groups of three or four and study the vocabulary words. These words can be added to their word banks. (See lesson one).

The first day on the job will probably require the new employee to complete a lot of paper work. One form that must be completed is the W-4 to determine how much money must be withheld to pay taxes. The teacher and the whole class discuss income taxes and write some of the things that they pay for on the chalkboard. This list could include: the military, interstate highways, social security benefits, Medicare and Medicaid, health research, education loans, space exploration, foreign aid, etc.

Then the teacher distributes copies of the Form W-4 (see appendix F) to each of the learners. The terms defined on the top third of the form are reviewed The teacher should stress the note that explains that one cannot claim exemption from withholding if his or her income exceeds $700, includes more than $250 in interest or dividend income, or if

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someone else claims him or her as their dependent. Those not exempt must complete the Personal Allowance Worksheet part of the form.

Learners break into small groups and complete the Personal Allowance Worksheet by entering a "1" on all of the lines that apply. Most of the learners will not have to fill out the back of the form. Take the number from "H" on the worksheet and place it in # 5 of the Employee's Withholding Certificate. The Employee's Withholding Certificate can then be completed. The teacher should stress that by signing this document the employee certifies that the information he or she provided is correct. The teacher should also mention that the higher the number in "H" the less money is withheld from their pay.

Another form that all employees including refugees and immigrants must complete is the I-9 Employment Eligibility Verification. To complete this form, the personnel department worker must see and copy one (or two) of the documents that verify that the new employee has a legal right to work in this country. The teacher passes out copies of the I-9 form (see appendix G). The learners look at the back of the form to learn what documents are acceptable to establish employment eligibility. The learners must bring with them and show one document from List A or a document from both List B and List C, in order to begin work. The teacher and class discuss what these documents are, and the learners make sure that they have the appropriate papers and can bring them to their new job. If there are any questions about these forms and how they can be obtained, the learner should contact a representative from INS or a community legal service agency. **WARNING:** the teacher should not attempt to give legal advice or interpret the acceptability of any document.

Other documents, such as election of benefits, emergency contact cards, payroll information sheets, etc. may have to be completed on the new employee's first day. It is important that the learner ask enough questions to be sure that he or she understands how to complete all new employee paperwork correctly. It is the responsibility of the personnel department to make sure that all employees understand what papers they are signing and what the implications of them may be. DO NOT BE AFRAID TO ASK QUESTIONS!

The teacher and the whole group then discuss meeting new people on a job. The learners break into pairs and practice dialogues for a first meeting at work. A format can be used such as:

OLD EMPLOYEE: Hi! You're new around here, aren't you?

NEW EMPLOYEE: Yes, today is my first day.

OLD EMPLOYEE: My name is _____. What's yours?

NEW EMPLOYEE: I am _____.

OLD EMPLOYEE: I am in the data department. Where will you be working?

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NEW EMPLOYEE: I am in the sales office.

OLD EMPLOYEE: Well, I'll see you around.

NEW EMPLOYEE: It was nice meeting you. I'll see you.

Learners practice this or similar dialogue until they are comfortable with both parts. Other dialogues asking simple questions, or greeting bosses, etc. can be designed and practiced.

New employees will want to be friendly and to meet as many people as possible. They should be encouraged to interact with all of their fellow employees and not stay with people from their own country, (if they are in the workplace) even though this may be a more comfortable situation for them. The teacher should stress that it takes time to get to know other people and for other people to get to know and like the new employee. Tell the learners to relax and be themselves, and they will quickly become familiar with the people and tasks of their new work situation.

APPENDICES

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